

One World Lambeth

9 Knowle Close, LONDON, SW9 0TQ

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|--------------------------|------------|
| Inspection date | 29/11/2013 |
| Previous inspection date | 09/11/2010 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- A good range of interesting, stimulating activities are available. The good access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Leadership and management are strong. The manager, provider and the staff have a clear vision of the strong practice they are promoting. Staff provide consistent practice to monitor and ensure that children make good progress and are being safeguarded
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- Some routines are not fully organised to support all children's learning when moving between different activities.
- Teaching in some areas is not fully consistent to fully promote children's early writing skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the inspection.
- The inspector looked at children's 'learning journeys', planning documents, the development plans and a selection of policies and procedures, various records such as nappy changing and children's records.
- The inspector checked staff's disqualification and barring checks and the setting's safeguarding policies and procedures.
- The inspector spoke with parents and gathered their views on the setting.

Inspector

Rebecca Hurst

Full report

Information about the setting

One World Lambeth Nursery has been registered since 2009. It operates from a purpose built nursery building in the Brixton area of the London borough of Lambeth. The nursery serves the local area and children attend for a variety of sessions. Children are cared for in three group rooms and all children share access to an enclosed outside play area.

The setting is open from 7.30am to 6pm for 51 weeks of the year. There are currently 90 children on roll in the early years age range. Children attend who are in receipt of the nursery education grant for three and four-year-olds and who are on the two-year-old funding scheme.

A team of 14 staff work with the children. They all hold recognised childcare qualifications; National Vocational Qualification Level 2 or 3 and degree level. The setting also employs a cook.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review organisation of routines to further ensure that children's individual needs are always given sufficient consideration, for example, to reduce time children spend waiting unoccupied for others to finish activities and for their meals to arrive

- enhance children's literacy development by, for example, providing consistent teaching to allow children to practice writing their own names on their work

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experiences. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children make.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

Staff provide a very good standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next step in their learning.

Older children thoroughly enjoy writing letters to Father Christmas; staff praise them well for their attempts at words and spelling their names. However, this practice is not consistently applied by all staff. As a result, some activities do not allow children to attempt to write their names on their own work.

Staff support children's communication skills, and their personal, social, and emotional development well. The manager, provider and her staff are skilled in asking the children open-ended questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the nursery. They have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling into staff when tired and needing some reassurance during play. Staff teach children about healthy lifestyles by encouraging children to become involved in daily opportunities for exercise. Children need little reminding of the importance of hand washing and are skilled in turning the tap on in the bathroom to wash their hands after messy activities and before they have snack. Younger children are also fully supported in self help skills, for example to identify when they need to wipe their noses and how to do it for themselves and washing their hands.

Some routines are not effectively managed to meet all the children's needs. Children who have finished their activities before others are not kept occupied when they wait to start the next activity. Although after a time staff provide some activities this is not completed in a timely manner in order for the children to have smooth transition. This also occurs during older children's meal times when they wait for their food to arrive.

The nursery has effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency.

Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Older children take it in turns to set the tables ready for lunch and staff encourage the children to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This supports children's emerging mathematics skills well and gives children a sense of responsibility. Staff are also fully aware of the children's individual special dietary requirements. These are met by the staff preparing the meals. This enables the children's individual needs to be met. Regular nappy changing contributes further to meet the children's well being.

Staff use resources well to promote all areas of learning. They continually look at ways to store these so that children can help themselves to what is available. This promotes the children's growing independence.

The effectiveness of the leadership and management of the early years provision

Leadership and management of the setting are strong. The provider, manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented, for example for whistle blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice.

Robust recruitment procedures are followed to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. Staff attend regular training, through the local authority and through in-house courses, to enhance practice and promote children's learning and welfare. The provider has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. Robust

risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the setting and when on outings.

Staff work closely in partnership with the parents. Parents regularly share with the staff what their children have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides excellent continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY385734 |
| Local authority | Lambeth |
| Inspection number | 941813 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 50 |
| Number of children on roll | 90 |
| Name of provider | Vanessa Jones |
| Date of previous inspection | 09/11/2010 |
| Telephone number | 02079249505 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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